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ABSTRACT

This teacher's guide to unit three of the first-semester "Comparing Political Experiences" course provides teaching instructions to meet the unit objectives. The guide outlines instructional objectives and procedures for each of the 16 activities described in the 12th-grade student materials. Each instructional procedure is designed to provide students with ample opportunities to acquire and use knowledge and skills described by the objectives. Four main objectives and 14 specific objectives of the course are outlined in the introductory section. The four main objectives include in-depth knowledge of various kinds of political activities, knowledge of alternative patterns of political activities found in different political systems, skill development needed to formulate and test hypotheses, and knowledge and skill development in facilitating and organizing political participant roles. Included are reaction forms to be filled out by the teacher to evaluate the effectiveness of the unit. (Author/DE)

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COMPARING POLITICAL EXPERIENCES

POLITICAL SYSTEMS

PARTICIPATING IN POLITICAL ACTIVITIES

Unit Three

Teacher's Guide

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These experimental curriculum materials are part of a two-semester high school course, Comparing Political Experiences. The materials constitute one unit of one semester, Political Issues. The course is being developed by the High School Political Science Curriculum Project, which is one of the projects sponsored by the American Political Science Association's Committee on Pre-Collegiate Education. Development of these materials was supported in whole or in part by the National Science Foundation. Any opinions, findings, conclusions or recommendations expressed herein do not necessarily reflect the views of the National Science Foundation or of the copyright holder. These materials cannot be duplicated, reproduced or used in any manner without the specific written approval of the High School Political Science Curriculum Project.
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SO 008 963

PREFACE

Participating in Political Activities is one unit of a year long course, Comparing Political Experiences. CPE includes two one-semester components, Political Systems and Political Issues. The two semesters can be sequenced into a year long course in which Political Systems serves as the first semester and Political Issues functions as the second semester. Each semester can also be used independently. In this case, Political Systems can stand alone. Political Issues can be used independently if the introductory unit is utilized to give students necessary background information.

Participating in Political Activities is the third unit of the Political System one-semester course. Political Systems includes three units of instruction.

The Comparing Political Experiences program is supported with funds provided by the National Science Foundation for the design, development and testing of the program. The program is sponsored by the Committee on Pre-Collegiate Education of the American Political Science Association. Judith Gillespie, Howard Mehlinger and John Patrick co-direct the project. Dave Lambert co-ordinates the evaluation for the program. Judith Gillespie and John Patrick have primary responsibility for the development of the Participating in Political Activities unit.

During 1974-75, the Political Systems course underwent systematic field testing in twenty-four pilot schools in various parts of the country. These field tests yielded evidence about the strengths and weaknesses of the Comparing Political Experiences program. On the basis of this evidence, the experimental program was revised and is to be tested again in pilot schools in 1975-76.

The goal of systematic field testing and revising of this experimental program in political education is to produce a viable instructional product. That is, a program that facilitates the achievement of particular instructional objectives by a large majority of those enrolled in the program.

Judith Gillespie
John Patrick

This Teacher's Guide to Unit Three Participating in Political Activities, is a plan for instruction to achieve particular objectives. These objectives pertain to the three major dimensions of the Comparing Political Experiences program: (1) the knowledge dimension, (2) the intellectual skill dimension, and (3) the participation skill dimension. Specific instructional objectives are stated throughout this guide for each of the activities which comprise Unit Three. These specific lesson objectives are subsumed by more general unit objectives which follow.

General Objectives for Unit Three

Unit Three is the final unit in a full-semester course. A main purpose of the unit is to help students acquire in-depth knowledge of various kinds of political activities, such as decision-making, leadership, communication, and participation. A second main purpose is to teach students about alternative patterns of political activities found in different political systems. A third main purpose is to teach skills needed to formulate and test hypotheses and to use extant data as a source of evidence with which to test hypotheses. A fourth main purpose is to help students develop their knowledge of facilitator and organizer participant roles, to develop skill in evaluating the performance of these roles, and to develop skill in playing these roles.

The general unit objectives fall into three general categories: political knowledge, intellectual skills, and participation skills. The political knowledge category focuses on ideas, or political concepts. rather than chronologies of events or facts. The thrust of the knowledge objectives is for students to be able to work with important political ideas and to apply these ideas in making sense out of political life in many different political units.

The second general category of objectives focuses on intellectual skills. Without acquiring some basic intellectual skills, the political knowledge students learn would be relatively useless. They would not know how to work with their ideas to develop important lines of argument or generalizations. They would not have sound criteria for judging the utility of their ideas for different purposes. When students achieve our intellectual skill objectives, they will have gained some basic skills which will aid them in working with political ideas and gaining evidence to support their knowledge and value claims.

The third category of objectives involves the development of participation skills. Experience has taught us that most students do not consider themselves to be political actors in their everyday lives. Therefore, it is important that participation skills are taught gradually, beginning with a basic recognition that everyone acts in political ways everyday. Once this perspective is acquired, students can begin to build skills which will aid them in being more effective participants in a variety of political settings. When students achieve our participation skill objectives, they should be able to see the potential integration between their knowledge and actions and to understand the common, everyday dimensions of political life as they apply to their own lives and to others around them.

Following is a list of the terminal, or general, objectives for Unit Three. The fourteen general objectives subsume the specific objectives for each activity of this unit, which are listed throughout this guide.

General Objectives for Unit Three

1. Students are able to distinguish political activities from other objects, events, and actions in political and social life.
2. Students are able to apply their knowledge of the concept of "political activity" to political situations.
3. Students are able to analyze the relationship between political activities and political experiences.

4. Students are able to identify and/or recall defining characteristics of a participant political system.

5. Students are able to use a participant political system model to organize information about political life.

6. Students are able to identify and/or recall defining characteristics of a bureaucratic political system.

7. Students are able to use a bureaucratic political system model to organize information about political life.

8. Students are able to formulate and test hypotheses about political activities.

9. Students are able to evaluate hypotheses and evidence.

10. Students are able to recognize and evaluate the performance of facilitator roles in political groups.

11. Students are able to recognize and evaluate the performance of organizer roles in political groups.

12. Students are able to demonstrate moral reasoning skills in analyzing a political situation.

13. Students are able to utilize skills of comparative political analysis by recognizing accurate comparisons between two given situations.

14. Students are able to apply their knowledge of alternative futures to evaluate specific political situations.

These objectives do not separate into neat categories in the course. They are intimately interrelated and promoted simultaneously in each lesson throughout the semester. This interrelationship is important, for students need to see how knowledge can be gained, used and applied to their own political activities. In pursuing each of the categories of objectives simultaneously and gradually, we aim to increase the overall political competence of all students. In this way, we hope to promote well-rounded, skilled political actors who exercise judgment in their actions rather than over-intellectualized observers of the political scene or spontaneous advocates of popular causes. Therefore, political competence as a multi-dimensional attribute of any citizen is an overall objective of this unit and the program as a whole.

v.

A Note About Instructional Procedures

Instructional procedures are means for achieving instructional objectives. Throughout the Comparing Political Experiences program, we have tried to design instructional procedures that are likely to lead efficiently and effectively to the achievement of objectives. To this end we have created sets of lessons with the following major characteristics.

1. The lessons provide students with a sense of purpose related to the achievement of new knowledge and skill competencies.

2. The lessons provide students with ample opportunity to acquire and practice new knowledge and skill competencies.

3. The lessons provide students the challenge of activities which require them to demonstrate competence by applying their knowledge and skills to the solution of problems and exercises.

In Unit Three, activities are designed to help students perceive the purposes of instruction. Teachers should further this aim as they interact with students in the classroom. We believe that students who have a sense of instructional objectives are more likely to achieve those objectives than are students who are confused or ignorant of the purposes to be served by lessons.

The instructional procedure in each activity of Unit Three is designed to provide students with ample opportunities to acquire and use knowledge and skills described by the objectives for the activity. For example, to help students achieve mastery of concepts such as political resources or political acitvities, students are given repeated opportunities to use the concepts to organize and interpret information and to build, in combination with other concepts, descriptive and explanatory statements.

Finally, application lessons, which require students to perform as specified by instructional objectives, permeate the Unit Three activites. These application lessons can be viewed as informal tests of achievement. Students who can apply

knowledge and/or skills to the solution of a fresh problem or exercise are demonstrating that learning has occured. Those who fail to perform satisfactorily in response to an application lesson reveal clues about their learning deficiencies which can help the teacher to help students remediate their deficiencies.

Following is a schedule of the activities designed to help students achieve the Unit Three objectives.

Schedule of Activities for Unit Three
(with estimated teaching time)

Activities	Estimated Teaching Time
PART A: POLITICAL ACTIVITIES - THE WAYS TO INFLUENCE THE DISTRIBUTION OF RESOURCES	
1. What are Political Activities?	1 class meeting
2. Four Kinds of Political Activities: Decision-Making, Leadership, Participation, Communication	5 class meetings
3. Three Cases of Political Activities in the U.S.A.	2 class meetings
PART B. USING EXTANT DATA TO TEST HYPOTHESES	
1. What are Extant Data	2 class meetings
2. Using Data to Test Hypotheses	2 class meetings
3. Using Extant Data and Survey Data to Test Hypotheses about Political Activities	2 class meetings
PART C: BUREAUCRATIC AND PARTICIPANT POLITICAL SYSTEMS	
1. Participant and Bureaucratic Political System Models	1 class meeting
2. Political Life in an Indian Village	2 class meetings
3. Politics in an International Organization	2 class meetings

PART D:	POLITICAL ACTIVITIES AND POLITICAL EXPERIENCES	
1.	Political Activities and Experiences in Participant Systems	1 class meeting
2.	Political Activities and Political Experiences in Bureaucratic Systems	2 or 3 class meetings
PART E:	POLITICAL SYSTEMS, EXPERIENCES AND PARTICIPATION	
1.	Four Political Systems	2 or 3 class meetings
2.	Political Systems and Political Experiences	2 or 3 class meetings
3.	Organizing Political Groups	3 or 4 class meetings
PART F:	POLITICAL ACTIVITIES AND POLITICAL FUTURES	
1.	Steps in Planning Alternative Futures	1 or 2 class meetings
2.	Acting to Promote Alternative Futures	4 or 5 class meetings

A Note About Evaluation

Evaluation in this program is concerned with measuring the learning of students in terms of the objectives of instruction specified for each activity of the program. We aim to determine which objectives have been attained, or not attained, in order to find out particular strengths and weaknesses of our instructional procedures. We can use this knowledge to help us improve our instructional materials and techniques through appropriate revisions.

A Mastery Test has been designed for the end of this unit which will measure student achievement of the major objectives of the unit. The Mastery Test has been prepared by National Evaluation Systems, Inc. in conjunction with the developers on the CPE project. It is important that the Mastery Test be administered and returned as quickly as possible.

Teacher reaction questions have also been inserted in each unit in the CPE course. After each part of the unit, teachers should take 15-20 minutes to complete the form and indicate their reactions. This information will be key in informing developers about what seems workable in a variety of classrooms and what does not. The forms should be torn from the teacher's guide and mailed as soon as possible.

The evaluation will also include student reactions, gathering information from site observations, and obtaining critiques from scholars in political science and social studies education. All of these pieces of information contribute substantially to major revisions in the materials.

PART A: POLITICAL ACTIVITIES -- THE WAYS TO INFLUENCE THE DISTRIBUTION OF RESOURCES

The main purposes of Part A are to develop comprehension of our concept of political activities and to have students apply this concept to the analysis of three case studies of political life in the USA.

Activity A-1 is designed to focus students' attention on a whole range of political activities. Activity A-2 is designed to introduce four sub-concepts of our concept of political activities: decision-making, leadership, communication, and participation. Activity A-3 consists of three cases of political activities in the USA. Students are asked to apply their knowledge of decision-making, leadership, communication, and participation to the analysis of these cases.

Activity A-1: What are Political Activities?

Instructional Objectives

1. Students can tell why six pictures of human behavior are examples of political activity.
2. Students can compile a tentative list of various political activities.

Instructional Procedures

1. Tell students to read pages 1 to 5 and ask them to answer this question about each of six pictures of human behavior: Why is this an example of political activity?
2. Conduct a discussion about the preceding question. Students should be able to indicate that each of the pictures shows people trying to influence the distribution of resources in a group in one way or another. Have them speculate about

various ways in which these six examples of political activities might have an impact on who gets what and how in the USA.

3. Conclude this lesson by having students "brainstorm" a list of various political activities. See page 5 .

Activity A-2: Four kinds of Political Resources: Decision-making, Leadership, Participation, and Communication.

Instructional Objectives

1. Students can identify examples of four decision rules which operate in different political groups: elite, plurality, majority, and consensus.
2. Students can identify bases of political leadership.
3. Students can distinguish these different patterns of political leadership: coersive-based, authority-based, merit-based, and advocative.
4. Students can identify examples of political communication.
5. Students can compare communication patterns in terms of the extent of reciprocity and centralization in a group.
6. Students can identify examples of political participation.
7. Students can compare participation patterns in terms of whether the participants are more or less involved and whether they are acting voluntarily or involuntarily.
8. Students can recognize and evaluate the performance of the facilitator participant role.

Instructional Procedures

This activity includes four main sections. Each section deals with one of these four concepts: decision-making, leadership, communication, participation. Each section consists of a discussion of the main concept followed by application exercises, which require the student to demonstrate ability to use the concept.

Following are suggested procedures for teaching our concept of decision-making.

1. Ask students to read pages 6 to 12 .
2. Tell students to demonstrate knowledge of our concept of decision-making by completing the two application exercises on pages to .
3. Following are suggested answers to the application exercise.
   A. Answers to Application Exercise on Page 11 .
      1. b
      2. d
      3. a
      4. a
      5. c
   B. Answers to Application Exercise on Page 12 .
      1. elite decision rule
      2. Jerome's strategy makes more sense than Martin's. Jerome recognizes that an elite decision rule operates in this club and he bases his influence strategy on this fact.

Following are suggested procedures for teaching our concept of leadership.

1. Assign pages 13 to 27 .
2. Tell students to demonstrate knowledge of our concept of leadership by completing the two application exercises on pages 28 to 30 .

3. Following are suggested answers to the application exercies.

A. Answers to Application Exercise on Page 28 .

The leadership in this exercise are items 1, 2, 3, 4, 7.

Bases of these leadership activities are:

Item 1 -- Formal Influence (Law)

Item 2 -- Informal Influence (Custom)

Item 3 -- Control of Rewards and Punishments

Item 4 -- Formal Influence (Law)

Item 7 -- Control of Rewards or Punishments

In each of these examples of political leadership the pertinent knowledge and skills of the leader, whatever they may be, would be part of the leadership activity.

Items 5 and 6 could be related to the exercise of political leadership by a President. However, as written here, these items are not examples of the direct exercise of political leadership.

B. Answers to Application Exercise on Page 29 .

1. Coercion-based

2. Dr. Ross wants to make the distribution of political resources in the school more equal

3. It is not likely that Dr. Ross' reforms will be successful in the short-run. The leadership pattern that he wants to develop in the school does not fit the political competencies of followers. Most people in the school have few political resources. To transform extensively the political leadership pattern of a system from a coercive to a merit-based pattern would take a considerable amount of time. During this time, necessary political competencies could be developed widely in the system.

Following are suggested procedures for teaching our concept of communication.

1. Assign pages 31 to 38 and 41 to 44 .

2. Tell students to demonstrate knowledge of our concept of communication by completing the application exercies on pages 38 to 41 and 44 to 47.

3. Following are suggested answers and/or procedures in dealing with the application exercises.

A. Answers to Application Exercise on Page 38 .

The examples of political communication in this list are items 1, 4, and 5. Item 2 does not qualify since Mr. Smith does not receive the political message. Items 3 and 6 are not political in content.

B. Answers to Application Exercise on Page 39 .

After students have finished writing messages to fit the six pictures on page 39 , conduct a class discussion about the messages. Ask a student what messages he/she wrote to fit the picture. Ask whether the message fits our concept of political communication and why. You might ask several other students to tell the messages they created for picture one. Repeat this procedure until you have discussed political communication in each of the six pictures.

C. Answers to Application Exercise on Page 44 .

1. A This communications network is very centralized with little or no reciprocity between members.

2. No one member is likely to have more control. Thus communications network is very decentralized with complete reciprocity between members.

D. Answers to Application Exercise on Page 45 .

1. b

2. b

Following are suggested procedures for teaching our concept of participation.

1. Assign pages 48 to 59 .
2. Tell students to demonstrate knowledge of our concept of participation by answering the questions about the Common Cause case on page 50 and by completing the application exercise on page 59 .

A. Following are suggested responses to the questions about the Common Cause case.

   1. There are many examples of political participation in this case: (a) contributing money to support Common Cause, (b) the Common Cause effort to influence the passing of a campaign-financing reform law, (c) the Common Cause effort to defeat plans to build supersonic aircraft.
   2. In each of these examples, the Common Cause was a means to organize and express interests in the USA political system.

B. Answers to Application Exercise on Page 59 .

   1. a
   2. b

Following are suggested procedures for teaching about the facilitator participant role.

1. Ask students to read pages 60 to 63 , which discusses the facilitator role and introduces a role play lesson.
2. Select nine students to play the roles of subcommittee members (see Appendix A, of this Teachers's Guide, for a copy of role descriptions for this lesson.) Make a copy of the role descriptions and distribute the

appropriate role description to each student, who is to participate in the role play activity. Do not show the description of a particular role to anyone but the student who will play the role.

3. Tell each role play participant to study his/her role description and to think about how he/she will behave in terms of the role.
4. Tell the remainder of the class that they are to observe the role play activity in terms of the questions on the observation form in Appendix A. Make copies of this form and distribute a copy to each student who is not involved in the role play activity.
5. Ask the role play participants to conduct their committee meeting. Use a maximum time of about fifteen to twenty minutes to conduct this part of the lesson. The meeting may be finished before this time. However, it is not advisable to have the meeting last longer than about twenty minutes.
6. After the role play is finished, have students complete their written observations. In order to involve the role play participants in this part of the lesson, give each one a copy of the observation form and have each one complete this form.
7. Have the class discuss their observations. Focus on their identification of those who played the facilitator role and their evaluation of the performance of the facilitator role. Have them evaluate the role in terms of the criteria on page 60 .

Activity A-3: Three Cases of Political Activities in the USA.

Instructional Objective

Students are able to apply their knowledge of our concept of political activity to the analysis of cases about political life in the USA.

Instructional Procedures

1. Assign the three cases of political activities on pages 64 to 80 . Ask each student to read each of these cases.
2. Divide the class into three groups. Give each group the assignment of analyzing one of the three cases in terms of the questions on page 80 . For example, have Group A analyze Case One: The Scope of Presidential Leadership. Have Group B analyze Case Two: The Meat Boycott. Have Group C analyze Case Three: What Is a Swamp Worth? Tell each group that it must be prepared to make a report to the class about the group's analysis of the case assigned to it.
3. Have each group meet to discuss the case assigned to it in terms of of the questions on page 80 .
4. After each group has completed its analysis, have the three groups present their reports to the class. While one group is reporting, the other two groups should be listening carefully and preparing to respond critically. At the end of each group report, ask the other groups to make comments or criticisms or to raise questions. The listeners should be required to identify mistakes in the group's report and to add their own insights and conclusions. The teacher should act as chairperson for the discussion of the group reports and arbitor for disagreements about correct answers.

Participation in Political Activities Part A

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)
   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Participation in Political Activities Part A

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...
☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...
☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.
☐ The reading level of the materials was suitable for my students except for the very low ability students.
☐ The reading level of the materials was suitable for my students except for the very high ability students.
☐ The reading level of the materials was inappropriate for most of my students.
☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

_____

9. The way this part was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

Most of my average ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

Most of my low ability students seemed:
☐ very interested
☐ slightly interested
☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

Participation in Political Activities Part A

hat (briefly) would you identify as the strongest aspects of this part?

hat (briefly) would you identify as the weakest aspects of this part?

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PART B: USING EXTANT DATA TO TEST HYPOTHESES

The main purpose of Part B is to teach students to use extant data to support or reject beliefs about patterns of political resources and activities. Activity B-1 introduces the concept of extant data. Activity B-2 teaches how to state hypotheses and to use evidence to test hypotheses. Activity B-3 presents two problems in using extant data to test hypotheses. Students are expected to apply what they learned in Activities B-1 and B-2 to solve these problems.

Activity B-1: What are Extant Data?

Instructional Objectives

1. Students can identify examples of extant data.

2. Students can use extant data to answer questions about patterns of political resources and activities in a system.

Instructional Procedures

1. Assign pages 81 to 88. Tell students that they will learn about extant data, a type of evidence that can be used to support or reject beliefs about politics.

2. Divide the class into three subgroups. Tell each group to examine the sources of extant data on pages 83 to 88. Each group is to use these data to answer the questions on page 81.

3. Tell students to discuss answers to the questions on page 81 within their subgroups. Tell each subgroup to be prepared to report its findings to the class.

4. Conduct class discussion of the three questions on page 81. Call on a different one of the three subgroups to report the group's answers to each of the three questions. Have the other students react critically to each subgroup's report.

5. Following is a commentary about the extant data about Parkview High School. This commentary can be used to help you guide the discussions of the three questions on page 81.

Following is a description of the patterns of political resources at Parkview High School. In this school there are unequal influence relationships. Those higher in the system have an advantage over those in lower positions, but they may respond from time to time to those lower in the hierarchy. The distribution of resources favors those in higher positions. Those at each level in the hierarchy have more resources than those on the next level and so on. Thus, there is a gradual decrease in political resources as one moves down the hierarchy.

Following is a description of the patterns of political activities at Parkview High School. In this school decisions tend to be made by a minority of those involved in the situation. The leadership style tends to be authoritative. There is considerable interaction between those at higher and lower levels in the system. But the dominant roles are held by those at the higher levels in the system. Those at lower levels are mainly supporters and sometimes proposers. Information is centralized at the top of the systems. There is a two-way flow of communication between leaders and followers. However, the leaders mostly transmit decisions and orders, and the followers mostly provide "feedback" information.

Activity B-2: Using Data to Test Hypotheses

Instructional Objectives

1. Students are able to formulate hypotheses and to use evidence in sources of extant data and surveys to test these hypotheses.

2. Students are able to evaluate hypotheses and evidence as more or less useful in terms of criteria presented in this activity.

Instructional Procedures

1. Assign pages 89 to 97 . Tell students that they will learn how to state beliefs about politics so that they can be tested with evidence. In addition, they'll learn how to use evidence to support or reject beliefs about politics.

2. Have students complete the following applications exercises embedded within the reading assignment. By completing these exercises correctly, they can demonstrate achievement of the instructional objective for this activity.

   These are the application exercises:

   (a) Answering this question on page 90 : Which of the three alternative hypotheses on page 89 seem to be supported by the extant data about Parkview High School?

   (b) Answering this question on page 90: Are the three hypotheses about the political participation of blacks and whites useful? Why?

   (c) Answering this question on page 92: Which of the three hypotheses about the political participation of blacks and whites can be supported by the evidence in Tables 1-5?

   (d) Answering the questions about useful hypotheses and evidence on page 97.

3. Discuss answers to the preceding application exercises with students. Here are suggested answers to these exercises.

   (a) Hypothesis One -- The principal and his assistants have more influence on important decisions than other individuals or groups at Parkview High School -- is supported by the evidence in the extant data sources.

   (b) The three hypotheses about the political participation of blacks and whites can be considered useful in terms of the criteria discussed in this activity.

(c) Hypothesis three -- Blacks have tended to participate in electoral politics much less than whites have -- is supported by the evidence in the extant data sources.

(d) Hypotheses one and three can be judged "useful" in terms of the criteria presented in this activity. Item one can be judged as "useful" evidence in terms of the criteria presented in this activity.

4. Have students look at the hypothesis testing problem on pages 98 to 100. This problem requires students to use the survey data about their school (collected during the studies of Unit Two) to test the hypotheses on pages 98 to 100. We recommend that you appoint a committee of very able students to process the data and to report findings to the entire class. Others in the class can be critical responders to their presentation. The committee of data processers should be students who are willing and able to do extra credit work while they continue to work through other lessons on this unit with others in the class. When the data processing work is finished, you might want to plan to use one class period to have all students hear the committee's report of findings and to critically respond to the report.

   See Appendix B of this Teacher's Guide for worksheets and directions to guide the data processing and interpretation work of the committee which you appoint.

Activity B-3: Using Extant Data and Survey Data to Test Hypotheses About Political Activities

Instructional Objectives

1. Students are able to use extant data and survey data as evidence to test a set of hypotheses about political resources and activities.

2. Students are able to gather extant data in their school to test hypotheses about political activities in their school.

Instructional Procedures

1. Assign pages 101 to 112. Tell students that they'll be expected to apply what they've learned about hypotheses and evidence to solve two problems.

2. Divide the class into four or five subgroups. Tell the subgroups to solve the hypothesis testing problem on page 101.

3. Have the subgroups work on their problem. Tell each group to be prepared to report about any one of the hypotheses on page 101.

4. Conduct discussions of the hypotheses on page 101. You should ask different members of the various subgroups to report their findings about each of the hypotheses. Others should respond critically to these reports.

5. Following are suggested answers to the data processing problem. These hypotheses on page 101 seem to be supported by the available data: 1, 3, 6, 8, 10.

Following is a commentary about the extant data about Malcolm X High School. This commentary, along with the commentary about Parkview High School on page 10 of this Teacher's Guide, can be used to help you guide the discussion of the hypotheses.

Following is a description of the patterns of political resources at Malcolm X High School. In this school there are equal influence relationships. Positions of influence may vary from time to time, but no individuls or group tends to have more say than others about how the school is run. There is rather equal distribution of political resources across all groups in the system.

Following is a description of the patterns of political activities at Malcolm X High School. In this school consensus is important in decision-making. Decisions tend to be made unanimously. The leadership style tends to be merit based. There is very much participation. Representatives of every group are able to perform the leading roles. Communication is very decentralized. Information is widely shared. There is very much reciprocity between communicators.

6. Look at the hypothesis testing problem on page 114. This activity can be viewed as optional. If you decide to do it , you might have different groups of students volunteer to collect and analyze different types of extant data. The data which is gathered also should be evaluated in terms of criteria presented in Activity B-2.

Participation in Political Activities Part B

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)
   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Participation in Political Activities Part B

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...

☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...

☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.
☐ The reading level of the materials was suitable for my students except for the very low ability students.
☐ The reading level of the materials was suitable for my students except for the very high ability students.
☐ The reading level of the materials was inappropriate for most of my students.
☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

_____

9. The way this part was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:

☐ very interested
☐ slightly interested
☐ bored during this part

Most of my average ability students seemed:

☐ very interested
☐ slightly interested
☐ bored during this part

Most of my low ability students seemed:

☐ very interested
☐ slightly interested
☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

Participation in Political Activities Part B

hat (briefly) would you identify as the strongest aspects of this part?

hat (briefly) would you identify as the weakest aspects of this part?

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PART C: BUREAUCRATIC AND PARTICIPANT POLITICAL SYSTEMS

The main purpose of Part C is to introduce and develop comprehension of our concepts of bureaucratic and participant political systems. We also want students to be able to apply these concepts to the analysis of political life in Chhatera, a village in India and in an international organization, NATO. Activity C-1 teaches our concepts of bureaucratic and participant political systems. Activity C-2 requires students to apply their knowledge of political systems to the analysis of data about Chhatera, India. Activity C-3 requires students to apply their knowledge of political systems to the analysis of data about the North Atlantic Treaty Organization.

Activity C-1: Participant and Bureaucratic Political System Models

Instructional Objectives

1. Students are able to identify defining characteristics of a participant political system.

2. Students are able to identify defining characteristics of a bureaucratic political system.

3. Students are able to apply their concepts of participant and bureaucratic political systems to the analysis of data about political life.

Instructional Procedures

1. Assign pages 115 to 119. Tell students that they'll be introduced to two new political system models in this activity: the bureaucratic model and the participant model.

2. Have students apply their knowledge of political systems to the extant data about Parkview High School and Malcolm X High School on pages 83 to 88 and 102 to 112. This application exercise should indicate that hypotheses one and three on page 119 are supported by the extant data.

3. Have students complete the application exercise on page 120. Following are answers to this exercise.

(1) elite, (2) participant, (3) coalitional, (4) bureaucratic, (5) elite/participant, (6) coalitional.

Activity C-2: Political Life in An Indian Village

Instructional Objective

Students are able to apply their knowledge of patterns of political activities and resources to the analysis of case materials about Chhatera, India.

Instructional Procedures

1. Assign pages 121 to 123, which introduces the village of Chhatera, India.
2. Tell students that they'll see a slide-tape presentation about Chhatera, India.
3. Show the slide-tape about Chhatera.
4. Conduct a speculative discussion of the question which concludes the slide-tape: What hypotheses might you make about the political life of this village?
5. Ask students to read five case studies of political life in Chhatera, India on pages 131 to 138.
6. Conduct a discussion of the case studies in terms of the questions on page 139.

Activity C-3: Politics in a International Organization

Instruction Objective

Students are able to apply their knowledge of patterns of political activities and resources to the analysis of case materials about the North Atlantic Treaty Organization.

Instructional Procedures

1. Assign pages 141 to 160, which consists of case materials about NATO.
2. Have students apply their knowledge of patterns of political activities and resources to the analysis of the case materials about NATO. This analysis should be done in terms of the questions on page 161.
3. Conduct a class discussion of the questions on page 161.

Participation in Political Activities Part C

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)
   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Participation in Political Activities Part C

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

- ☐ I thought the objectives were worthwhile -- that is they were things my students should know.
- The objectives were not worthwhile for my...
  - ☐ ...high achievement students.
  - ☐ ...average achievement students.
  - ☐ ...low achievement students.
- ☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.
- The objectives were not appropriate for my...
  - ☐ ...high achievement students.
  - ☐ ...average achievement students.
  - ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

- ☐ The reading level of the materials was suitable for all my students.
- ☐ The reading level of the materials was suitable for my students except for the very low ability students.
- ☐ The reading level of the materials was suitable for my students except for the very high ability students.
- ☐ The reading level of the materials was inappropriate for most of my students.
- ☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

- ☐ The audio-visual exercises were interesting and [illegible]were helpful to the students in attaining the objectives of this part.
- ☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.
- ☐ The audio-visual exercises were neither interesting or helpful to the students.
- ☐ Other (specify) _____

_____

9. The way this part was designed provided me with enough feedback to know whether most of my

- ☐ high ability students
- ☐ average ability students (check appropriate places)
- ☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.

- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

Participation in Political Activities Part C

hat (briefly) would you identify as the strongest aspects of this part?

at (briefly) would you identify as the weakest aspects of this part?

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PART D: POLITICAL ACTIVITIES AND POLITICAL EXPERIENCES

This part is designed to demonstrate relationships between political activities and political experiences. Students will explore two cases of Chhatera and NATO, and determine how activities affect political experiences in each case. They will make comparisons and draw generalizations based on their findings. They will also use the extant data they have collected on the school at the end of Activity D-2 to compare experiences in Chhatera and NATO to those in their own school setting.

Activity D-1: Political Activities and Political Experiences in Participant Systems

In this lesson students will study a case of Chhatera and the succession of the Sarpanch. They will discuss the case and determine how political activities have effected political experiences in this case.

Instructional Objective

In this lesson students should be able to work with the case and achieve the following objective:

> They are able to identify generalizations which demonstrate the relationship between political activities and political experiences and apply it to the Chhatera case. Partial mastery of this objective can be achieved through students' discussion of the Chhatera case. Final mastery will be determined by student responses to questions on the Mastery Test at the end of this unit.

Instructional Procedures

This activity focuses on student analysis of the Chhatera case. The instructional procedures follow:

1. Ask students to read the background material on the Chhatera case found on pages 162 through 165 in the student materials. Ask them to respond to questions at the end of the case.

2. Conduct a class discussion of the Chhatera case using the following questions as guides:

   (1) What kinds of political activities are illustrated in this case?

   The case illustrates four different types of political activities. Leadership is demonstrated in the succession of rules and activities of Sarpanch Lal and Pratap Singh. Political decision-making is illustrated by the election. Political communication is illustrated by the attempts of the villagers to get Lal to resign and political participation is illustrated by their activities and trying to seek others' aid in searching the premises of Lal's home.

   (2) What political experience is illustrated here?

   Chhatera is clearly undergoing a conflict experience. The villagers are attempting to participate more and more in the life of the Sarpanch. At the same time, the Sarpanch is attempting to exert more and more control by refusing to give up the accounts and records necessary for the new Sarpanch to take over. In this case, there is a contradiction between increased participation and narrowing of leadership resources.

(3) If Chhatera is regarded as a participant system, how do the activities of the Sarpanch and the villagers affect the political experience of the village?

The activities of the Sarpanch and the villagers affected the political conflict experience in the village by producing a contradiction between participation and leadership. The Sarpanch wanted more control, the villagers continuously participated more and more in attempting to get the Sarpanch to resign.

(4) What generalizations can you draw about the relationship between political activities and political experiences in the Chhatera case?

The students should speculate about possible generalizations. There are many. Two come to mind from the case: 1) in participant systems when status relationships are regularized by a rule, then maintenance tends to be promoted. In this case, people had equal status and the succession rules governed how the Sarpanch would be succeeded. This would set up the system where elected officers would have ruled the town. This was prohibited by the fact the the Sarpanch would not give up the accounts and records; 2) in participant systems if leadership resources are narrowed because an individual or group withholds vital welfare information, yet participation and decision-making continue to be open and consensual, the system will undergo political conflict experience. This is the basic contradiction that is illustrated in the case.

(5) Can you draw any conclusions about how political experiences might have been different in a bureaucratic system than they were in Chhatera?

Students ought to be able to speculate about how status relationships might have produced different effects in bureaucratic systems. If someone had tried to hold on to the power in a bureaucratic system, it might have produced a development experience into an elite system, rather than the type of conflict experience that was produced in Chhatera. People in a bureaucratic system aren't used to participating in a way that Chhatera villagers are.

Activity D-2: Political Activities and Political Experiences in Bureaucratic Systems

In this activity students will learn more about making comparisons and generalizations. They will then discuss the NATO case in order to determine how political activities affect political experiences in a bureaucratic system. They will discuss the case and will compare it to an analysis of the extant data that they have gathered on their school.

Instructional Objectives

As a result of working with this activity, students should be able to:

1. Develop their own comparisons and generalizations using the criteria for making sound comparisons. Partial achievement of this objective can be determined by student responses to the exercise of making comparisons found in the beginning of this activity. Final mastery of the objective can be measured by student responses to Mastery Test questions at the end of this unit.

2. Identify the possible relationships between political activities and experiences in bureaucratic systems. Partial mastery of this objective can be determined by student responses to the discussion of the NATO case in this activity. Final mastery of this objective can be measured by student responses to questions on the Mastery Test at the end of this unit.

3. Students should be able to apply their ideas about the relationship between activities and experiences to different situations in their own everyday political lives. Achievement of this objective can be measured by students' analysis of the extant data in their school using the ideas they have gathered from this unit.

Instructional Procedures

Students will do three distinct things in this activity. They will learn how to make comparisons, they will analyze the NATO case, and they will analyze extant data they have gathered on their school.

The instructional procedures for accomplishing these activities are outlined below:

1. Students should review the generalizations presented in the beginning of Activity D-2 and then do the exercise on making comparisons found in pages 168 through 172 in the student materials. Students should read through the exercise once and not necessarily respond to the items which call for writing. They should then go back through the exercise and respond to the items about Ash High School. When they have responded to the items about Ash High, you should hold a class discussion about the questions and the statements the students wrote. You should record about three questions and three statements on the chalkboard and then discuss them with students in terms of the three criteria for making a good comparison. A few examples of comparisons can be listed as follows: 1) more people participated in the political life at Ash in 1965 than 1975; 2) were organizational leaders more equally distributed in 1965 than in 1975?; 3) communication was more open at Ash in 1965 than it is in 1975. The significance of these comparisons is that they show Ash experienced political development. It has moved from a primarily participant system to a primarily elite system.

2. After you have discussed these comparisons, have students apply what they have learned about stating comparisons by

reading the descriptions of Smithville and Jonesport. Then conduct a discussion about their responses to the Smithville and Jonesport cases.

3. Ask students to break into small groups of three to five students each and to read the case on NATO and nuclear weapons. The group should respond to the questions that follow the case.

4. Discuss the NATO case and guide students in the discussion of how activities affect political experiences in bureaucratic systems. The following questions can be used as guides.

   (1) What political activities are demonstrated in this case?

   All four political activities are demonstrated here. The decisions made by the NPG illustrate decision-making. It is a case about the dominance of the United States in decision-making about nuclear weapons. Leadership is exercised by the relationship between the United States, Britain and other countries. Communication is illustrated by the kinds of seminars which McNamara attempted to set up and political participation is illustrated by the ways the countries handle the ABM decision.

   (2) What political experience is evidenced in the formation of the nuclear planning group?

   It is clear that there is a political change experience going on in NATO. Whether or not it is a development experience is not as clear. It is a change experience because new people are participating more and know more than they have before about nuclear weapons. But it is unclear as to whether or not the United States and McNamara will continue to dominate the group. The nuclear planning group has yet to go against McNamara. What would happen in this situation is uncertain.

(3) How are political activities related to the experience in the nuclear planning group?

Students should see that political change has occurred directly because leadership has become more open. McNamara has made the attempt to open communication channels that will allow people to participate more fully.

(4) What generalizations can you make about the relationships between political activities and experiences based on this case?

Students should be able to see a number of generalizations. One is that in a bureaucratic system, when the number of individuals involved in decision-making widens, yet the leaders attempt to hold on to their position, there is a political conflict. Another one is, in a bureaucratic system when the resources leaders have widened and decision-making and participation continues to be stratified, political change experience occurrs.

(5) What comparisons can you make between the Chhatera case and the NATO nuclear armament case? List your comparisons below in the form of generalizations.

Students should be able to make many comparisons between the two cases. One such comparison would be that as participation widens, the possibility for conflict between leaders and followers increases. You see a direct conflict case in the case of the Sarpanch in Chhatera. You see a possible conflict case in NATO, which is turned into a change case, because the leaders have much more control over the followers. Therefore, the possibility of conflict between leaders and followers increases as the system becomes more participant.

(6) Does any of the data you have collected on your school help you to make generalizations about political activities and experiences? What generalizations can you make?

At the end of this activity, please turn to the teacher reaction questionnaire which follows and send it back to us as quickly as possible.

Participation in Political Activities Part D

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)

   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Participation in Political Activities Part D

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...

☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...

☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.
☐ The reading level of the materials was suitable for my students except for the very low ability students.
☐ The reading level of the materials was suitable for my students except for the very high ability students.
☐ The reading level of the materials was inappropriate for most of my students.
☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

_____

9. The way this part was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:

☐ very interested
☐ slightly interested
☐ bored during this part

Most of my average ability students seemed:

☐ very interested
☐ slightly interested
☐ bored during this part

Most of my low ability students seemed:

☐ very interested
☐ slightly interested
☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

Participation in Political Activities Part D

What (briefly) would you identify as the strongest aspects of this part?

What (briefly) would you identify as the weakest aspects of this part?

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PART E: POLITICAL SYSTEMS, EXPERIENCES, AND PARTICIPATION

There are three activities in this part. The first activity focuses on looking at four different types of political systems -- elite, bureaucratic, coalitional and participant -- as wholes. Students will look at resource and activity patterns which define the four types of systems. They will solidify their knowledge about political systems by working on the "Political Systems Puzzle." They will work on the puzzle in order to determine what patterns of resources and activities can be identified with which system type. They will then apply their knowledge of political systems by studying the Upper Valley High School case at the end of the Political Systems Puzzle.

The second activity in this part focuses upon how resources and activities promote different types of political experiences in different political systems. Students will again use the Political Systems Puzzle and rearrange pieces in order to demonstrate how different political experiences occur in elite, bureaucratic, coalitional, and participant systems. In this way they will see how changes in the resource and activities patterns can influence changes in systems as wholes. They will apply their knowledge of the relationship between political resources, activities and political experiences in studying the case on St. Anthony High School.

In the final activity in this part, students will learn about organizer roles and carry out a role play exercise in class. They then participate in out-of-class activities which give them experience in applying their skills in organizing resources and people to achieve tasks.

Be sure that you have looked at the Political Systems Puzzle and have adequate numbers of puzzles and games for students in your class before you begin this unit. There are eight boards per game box. Each game box is enough for 40 students. If you have more than 40 students, you'll need more than one game box.

Activity E-1: Four Political Systems

In this activity, students will learn about four political systems types -- elite, bureaucratic, coalitional and participant. They will learn about these systems as wholes and how resource and activities patterns can be combined to form a systems type. They will study about these systems by working with the Political Systems Puzzle. They will then apply their knowledge about political systems to a case about Upper Valley High School.

Instructional Objectives

As a result of studying this activity, students should be able to:

1. Identify the ways resources and activities can be combined to form four political system types: elite, bureaucratic, coalitional and participant. Partial achievement of this objective can be determined by students' completion of the Political Systems Puzzle and the discussion of the puzzle which follows students' small group work. Final mastery of this objective can be measured by student responses to the Mastery Test at the end of this unit.

2. Apply their knowledge of political systems to the "Upper Valley High School" case. Partial achievement of this objective can be determined by student responses to questions at the end of the Upper Valley High School case. Final mastery of this objective can be determined by student responses to the Mastery Test at the end of this unit.

Instructional Procedures

The following instructional procedures are listed in order to help you pursue this activity:

1. Ask students to read the beginning of Activity E-1 which describes the four types of political systems and hold a brief discussion with them over the major characteristics of the four types of systems.

2. Introduce students to the Political Systems Puzzle. The puzzle is designed to help them in understanding different types of political systems and the resource and activity patterns which can be attached to each type. Have the small groups work through the puzzle and then answer the discussion questions which are contained on pages 184 through 185 in the student materials. Your role while they are doing the puzzle, is to answer questions that students raise as they are filling the puzzle out. A completed Political Systems Puzzle can be found on the following page.

3. When students begin the Political Systems Puzzle, they should each have a puzzle board and an envelope of puzzle pieces. There are eight boards and eight envelopes per game; enough for forty students. If you have more than forty students in your class, you should use more than one game box. There should be from three to five students in each of the small groups.

POLITICAL SYSTEMS PUZZLE

POLITICAL SYSTEMS PUZZLE	ELITE POLITICAL SYSTEM	BUREAUCRATIC POLITICAL SYSTEM	COALITIONAL POLITICAL SYSTEM	PARTICIPANT POLITICAL SYSTEM
STATUS	FEW HOLD OFFICIAL POSITIONS	MANY HOLD RANKED POSITIONS	MANY HOLD UNRANKED POSITIONS	ALL HOLD EQUAL POSITIONS
INFORMATION	FEW HOLD MOST INFORMATION	INFORMATION INCREASES AS MOVE TO TOP	INFORMATION DIFFERS BY GROUP	ALL EQUAL INFORMATION
SKILLS	FEW HOLD MOST SKILLS	SKILLS INCREASE AS MOVE TO TOP	SKILLS DIFFER BY GROUP	ALL EQUAL CHANCE TO USE SKILLS
DECISION-MAKING	SINGLE PERSON/GROUP RULE IN DECISIONS	PLURALITY RULE IN DECISIONS	MAJORITY RULE IN DECISIONS	CONSENSUS RULE IN DECISIONS
LEADERSHIP	CONTROL OTHERS BY FORCE	CONTROL OTHERS BY AUTHORITY	CONTROL OTHERS BY ADVOCACY	CONTROL OTHERS BY MERIT
COMMUNICATION	ONE-WAY DIRECT INFORMATION FLOW FROM TOP	ONE-WAY INFORMATION FLOW THROUGH CHANNELS	TWO-WAY INFORMATION FLOW DIFFERS BY GROUP	TWO-WAY SHARED INFORMATION FLOW

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4. When students have completed the puzzle and have had a chance to answer the discussion questions, you should conduct a class discussion focusing on the questions they have considered. The questions and typical responses to the questions are listed below:

(1) a. What distribution of political resources is common in an elite system?

It is common for a political system to have one person or one small group hold all of the resources. This is typical across status, information and skills categories of the political resources. A few people will hold most of the official or informal positions, the information and the skills.

b. What distribution of political activities is common in an elite system?

In an elite system, activities are distributed so that a few people control others by force. There is a one-way direct information flow from the top and a single person or a group make most of the decisions.

c. Can you state some generalizations about the distribution and resources of activities in elite systems?

Students should be able to see that in elite systems, a few individuals hold most of the resources and activities in the system.

(2) a. What political resources and activities are common in coalitional systems?

Students should see that in coalitional systems, political resources are held by individual groups. In other words, status, information and skills are spread across groups but some groups have more of one resource than another. They should see that many hold unranked positions, information differs by group, and skills differ by group. They should also see that there is a majority rule controlled by others by an advocacy leadership style and a two-way information flow.

b. State some generalizations about coalitional systems based on your completion of the Political Systems Puzzle.

Students should be able to see that in coalitional systems different groups have equal status but tend to have different types of resources to compete within a situation. They also share in most political activities, but share differentially. Each group contributes according its interests and its skills.

(3) a. What are similarities and differences between coalitional and participant political systems? How are their resources and activities distributed differently?

Students should be able to see that participant systems are identified by everyone sharing equally in activities and resources which are spread equally across individuals and groups. This is different from a coalitional system, because in a coalitional system different groups hold different resources. In a participant system, each group has the same resources and has the ability to make an identical contribution to what happens in the system. Also activities are carried out by everyone equally in a participant system. In a coalitional system there is majority rule and different groups contribute differently to a variety of political activities.

b. What generalizations can you make about differences in coalitional and participant systems based on your completion of the Political Systems Puzzle?

Students should be able to say that there is more equality of participation and resources in a participant system than in a coalitional system. They should all be able to say that there is more inter-group interaction in a coalitional system than there is in a participant system.

(4) a. What are similarities and differences between elite and bureaucratic political systems?

Students should be able to see that a bureaucratic system operates through channels. An elite system has a small group at the top and a very large group at the bottom. There is direct control and communication between that elite and the bottom status of the system. In a bureaucratic system there are channels

and there are levels of the system that people must go through in order to get anything done. Resources are stratified and activities are determined by people's position in the system.

b. What generalizations can you make about differences in elite and bureaucratic systems based upon your completion of the Political Systems Puzzle?

Generalizations can be made that the more elite the political system, the more resources and activities are concentrated in a small group. Another generalization can be made that the more bureaucratic the system, the more levels must be surpassed before something can be done.

(5) a. What do you think are major similarities and differences between all four types of political systems identified in the Political Systems Puzzle?

Students should be able to see that in each case distributions of resources and activities are increasingly shared or controlled by a small group. As one moves from elite across bureaucratic, coalitional and participant systems, resources and activities become more shared and less controlled by any given group in a setting.

5. Ask students to read the case on Upper Valley High School and to respond to the discussion questions which follow the case. They can do this in small groups or as individuals for this activity.

6. Discuss with students the discussion questions after the case. Use the following questions as guides.

(1) What patterns of political resources did you find in the Upper Valley High School case?

Students should find that resources, such as skills, information and ideas are shared equally by people in Upper Valley High School. The principal has no more knowledge or skills than any of the students or teachers in the case.

(2) What patterns of political activities do you find in the case?

Through the common council, students, teachers and administrators participate equally in the political system at Upper Valley High School. In decisions that are made and communications that are given, activities are shared by all parties.

(3) What type of political system do you think is illustrated by the patterns of resources and activities in the Upper Valley High School case?

Upper Valley High School is a participant system. Students should be able to describe why they think it is a participant system and give specific examples drawn from the case.

(4) How do you think these resource and activities patterns might affect political experiences of maintenance, change, development and conflict?

Resource and activity patterns might have several effects on political experiences. Students should be free to speculate about a variety of patterns. They will learn more about specific effects in the remainder of this unit. For now it is sufficient to say that when the shared nature of the resources and activities is broken, the system will experience change, development or conflict. A common conflict in the participant system is when leaders want to get things done and take control while participants still want to continue with the consensus rule and everyone's participation in getting things done. Common development patterns are for specialized interests to arise in some groups in a participant system and for the system to become more coalitional. Common change patterns include increases in participation by all members of the system at the same time that a few decide that their participation is not as necessary.

Activity E-2: Political Systems and Political Experiences

In this activity students will learn about how political resources and activities affect political experiences of maintenance, change development and conflict. They will use the Political Systems Puzzle to rearrange resources and activities in order to depict various types of political experiences. They will draw a generalization about how systems experience maintenance, change, development and conflict. They will then read a case on St. Anthony High School in order to apply their knowledge to this particular setting.

Instructional Objectives

As a result of working with this activity, students should be able to:

1. Identify patterns of resources and activities which effect political experiences of maintenance, change, development and conflict in different types of systems. Partial achievement of this objective can be determined by students' work with the Political Systems Puzzle and their responses to questions contained in the student materials. Final mastery of this objective can be measured by student responses to questions on the Mastery Test for this unit.

2. To apply their knowledge of how resources and activities affect political experiences by analyzing the St. Anthony High School case. Partial achievement of this objective can be measured by student responses to the questions at the end of the St. Anthony High School case. Final mastery of this objective can be determined by student responses to Mastery Test items at the end of this unit.

Instructional Procedures

You will need to have students work in small groups with the Political Systems Puzzle in this activity. Have students lay out the puzzle as it is correctly formed from their previous activity. Then

follow the following instructional procedures:

1. Ask students to read the beginning of the part of the activity on pages 192 through 194 in the student materials. They will see how various resources and activities can affect political experiences and will learn about time lines and how to judge whether an experience is occurring in a system or not. You should discuss briefly what a time line is about and how students can judge maintenance, change, development and conflict experiences.

2. Break students into small groups of three to five students each and have them arrange a Political Systems Puzzle in its proper form. Then begin to discuss with students changes that could be made in the way the puzzle is arranged that would reflect a political experience. Begin by using the case of Chhatera and talking about how Chhatera might become a more elite system from a participant system. Have students move the puzzle pieces across the puzzle, in order to demonstrate how that system might become more elite. You can use the miscellaneous transparencies which are attached to this unit in order to illustrate what students are saying so that the whole class can see. Basically, the discussion should be centered around the idea of how Chhatera could move from a participant to an elite system. You can then ask students to reverse the process and think about how Chicago might move toward a more participant system. In this way, students should see how resources and activities can be

changed to effect the political experience of a political system. In this case, a development experience.

Have students begin to generate generalizations about how resources affect political development and how activities affect political development in the case of Chhatera moving to Chicago. Then, ask them to make generalizations about the reverse process from Chicago to Chhatera. When you have completed this process, follow the questions in the student materials on page 194 through 196 and have students work through the puzzle and make generalizations which fill in spaces for questions 3, 4, 5, and 6 on those pages.

The instructional method for this activity should be a whole class discussion through which various small groups make suggestions while moving pieces on the Political Systems Puzzle. You can use the transparency overhead to illustrate students' points for the whole class and you can then have students make generalizations which they write in their student texts.

A summary of possible generalizations for the relationship between resources and activities in different types of systems is contained on pages 203 through 204 of the student materials.

3. Ask students to divide into small groups and to read the case on St. Anthony High School and to respond to the

discussion questions which follow it.

4. Lead a class discussion of the questions following the St. Anthony High School case. The questions and possible responses are outlined below.

(1) What important events happened at St. Anthony's during the period from early spring through the fall and winter of the next year?

Students should be able to see that in the early spring St. Anthony's was a bureaucratic system. The hair code issue illustrates how going through channels is necessitated in the system. By late spring the issue was resolved and it was clear that Brother Dwayne was leaving. The system without its principal was open to change into a different type of system. By fall and winter of the new year Brother Godfried was principal and it was unclear as to whether or not an elite system had formed or was forming in the school. This is a typical example of political change experience in which changes in leadership and status relationship in the system are unclear as to their outcome.

(2) How are political resources distributed at St. Anthony High?

It was clearly a bureaucratic distribution which resources were stratified across students, teachers and administrators. Students should be able to get examples of this stratification through the case.

(3) How are political activities carried out?

Students should see that there are various functions that people play at St. Anthony's. The principal has a function of decision-maker, the students have the function of bringing the problem to the attention of a variety of people. The teachers have the function of supporting or not supporting the students in the issue. In this case, a chain of command was set up and political activities were carried out by people according to their position in the system.

(4) What type of political system has existed at St. Anthony's?

The system has been bureaucratic. Students should be able to provide examples of why St. Anthony's is a bureaucratic political system from the case.

(5) What kind of political experience does St. Anthony undergo between the administrations of Brother Dwayne and Brother Godfried?

We are certain that St. Anthony's went through a political change experience. Brother Godfried set up a different set of relationships between students, teachers and administrators. However, the system still looks bureaucratic and students seem to have the same input that they have had before. Therefore, it is unclear that the system has undergone either a conflict or development experience.

(6) How do you compare the experience of St. Anthony with that in your own school during this past year?

Students should explain how they see resources and activities distributed in their school and how their system has either been maintained, changed, experienced development, or conflict over the past year.

5. You should inform students that there is a summary of generalizations about how resources and activities effect political experiences in different systems contained on page 203 through 204 of the student materials.

Activity E-3: Organizing Political Groups

This activity is designed to have students practice skills and moral reasoning, learn about organizer roles, and participate in role play exercises in and out of class which will aid them in practicing skills of being an organizer. The activity begins with a case about the hair code, which is an off-shoot of the St. Anthony case which students have just studied. Students talk about positions they would take in the case and practice moral reasoning skills. They then read a case called "The Newspaper" and are asked to evaluate the organizer roles taken by Jose and Maria in their organization of the newspaper for their school. When students have completed analyzing the case, they then act out role play exercises in class. Based on their own decisions about groups in which they would like to participate, they then carry out organizer roles in their school or community.

Instructional Objectives

As a result of working with this activity, students should be able to:

1. Identify a sequence of steps involved in reasoning about moral and ethical issues. Partial achievement of this objective can be determined by student responses to the hair code case and their discussion of the bases for their positions on the issue. Final mastery of this objective can be measured by student responses to questions in the Mastery Test for this unit.

2. Identify the criteria for taking a successful organizer role. Partial mastery of this objective can be determined by student discussion of "The Newspaper" case. Final mastery of this objective can be determined by student responses to questions in the Mastery Test for this unit.

3. Apply their skills at taking organizer role in in-class and out-of-class activities. Mastery of this objective can be measured by the debriefing following the in-class role play exercises on organizer roles and students' presentation of their activities outside of class.

Instructional Procedures

Students will move through a series of in-class and out-of-class activities in this part of the unit. The instructional procedures for carrying these activities out smoothly are outlined below:

1. Ask students to read the case about "The Hair Code" on page 205 of the student materials. Ask them to respond to the questions which follow the case. Then guide a class discussion which asks students to make a decision about what they would advise Chip in this situation. Have students talk about their positions on this issue and give reasons for their positions. Be sure to encourage students to take sides and give reasons for their positions so that they can clearly see others' positions and how they came to take those positions. Also ask students what they consider to be the implications of their positions for actions that Chip might take.

2. Have students read the section of the student materials about organizer roles and the case on "The Newspaper" which follows the discussion. Then talk with students briefly about the case and how Jose and Maria played their roles. Both Jose and Maria played their organizer

roles well. They planned group activity, they matched people and tasks according to their skills, they identified goals and priorities and they established a clear role and good working relationships among individuals. Students should see how Jose and Maria attempted to carry out the criteria of the successful organizer.

3. Have students do an in-class role play exercise on organizer roles. The materials for the role play are found in the student text on pages 211 through 217 . You will need to organize students in groups of three. Two students in the group will take role profiles that are found on the half pages behind the background information sheets for each round. A third student will play the organizer role. The organizer role description is found on page of the student text. Follow the following steps in carrying out the role play exercise.

   (1) Ask students to review the criteria for a good organizer and introduce them to the game. Tell them that they will play a game that will be three rounds long. Each time they will either get an opportunity to be a member or an organizer in a group. They should attempt to act out the organizer role when they are given that role in the best way they can.

   (2) Have students read the background on the community experiment in Centerville. Ask students to take the role of group member or organizer. Tell them they need to come to a decision about what they could do in the Centerville case. After they have played the role play for about ten minutes have students to discuss the performance of the organizer in this group situation. Have them write their responses

to questions on the organizer's role profile.

(3) Play the second round of the game using the S & E Diner situation and different role profiles for different groups. Students who have not been organizers should play the organizer role in their group. Otherwise, role profiles can be distributed at will.

(4) Play round three of the game on the prom queen issue at Walker High School. Have remaining students who have not taken organizer roles to play those roles and others take group member role profiles. Each time a round is played, students should discuss and debrief questions that are found on the form of the organizer.

4. Debrief the role play exercise by writing the characteristics of a good organizer on the board and asking students about their performance in the role play exercise. Ask them which characteristics they performed well and which they felt they could do better on, and try to give them aid seeing how to play organizer roles in a variety of settings.

5. Have students to choose a group out of class that they can practice an organizer role in. Have them choose teams of two people for this exercise. One student should practice being an organizer, the other student should watch the performance of the organizer and discuss the role performance with the organizer afterwards. The student who served as an observer should list the criteria of the organizer and the things the organizer did in order to fulfill his or her role. These sheets of paper should be brought to class and sometime later in the unit, organizer roles should be discussed. Opportunities for this type of discussion can

be found in Activity F when decision-making skills are first being taught.

Upon completion of this activity, please fill out the teacher reaction sheets which follow on the next few pages.

Participation in Political Activities Part E

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ___ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)
   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Participation in Political Activities Part E

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...
- ☐ ...high achievement students.
- ☐ ...average achievement students.
- ☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...
- ☐ ...high achievement students.
- ☐ ...average achievement students.
- ☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.

☐ The reading level of the materials was suitable for my students except for the very low ability students.

☐ The reading level of the materials was suitable for my students except for the very high ability students.

☐ The reading level of the materials was inappropriate for most of my students.

☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.

☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.

☐ The audio-visual exercises were neither interesting or helpful to the students.

☐ Other (specify) _____

_____

9. The way this part was designed provided me with enough feedback to know whether most of my

- ☐ high ability students
- ☐ average ability students (check appropriate places)
- ☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

Most of my average ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

Most of my low ability students seemed:
- ☐ very interested
- ☐ slightly interested
- ☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.
- ☐ Most of my high ability students achieved the objectives.
- ☐ Most of my average ability students achieved the objectives.
- ☐ Most of my low ability students achieved the objectives.

Participation in Political Activities Part E

What (briefly) would you identify as the strongest aspects of this part?

What (briefly) would you identify as the weakest aspects of this part?

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PART F: POLITICAL ACTIVITIES AND POLITICAL FUTURES

In this activity, students will explore alternative futures of elite, bureaucratic, coalitional and participant systems. They will go indepth into new steps of forecasting and into deciding how they might aid in implementing activities which would promote an alternative future which they prefer. They pick a group in their school or community in which they would like to work and they will learn decision-making skills in order to help in implementing the alternative future they prefer.

The decision-making skills form a key part of this activity. Students will learn how to make decisions through study of a cartoon and a dialogue which follows it. There will be an in-class role play exercise through which they will practice their decision-making skills. They will then carry out activities outside of class, aiding in promoting the alternative future they prefer by taking organizer roles and helping in decision-making situations which will promote that future.

This is the final activity in the exercise. Students should be able to complete the activity and to have some minimal amount of time to plan, if not to execute, the ways they might affect alternative futures. You might choose to have students write up their plans and pass them on to others who will be taking important positions in student or community groups, if they are themselves leaving the school or the community.

Activity F-1: Steps in Planning Alternative Futures

In this activity students will expand their skills of forecasting alternative futures and determine groups in which they can affect the alternative futures of the group. Students will carefully work through exercises contained in this activity and then you will hold a class discussion based on their group. Most of this activity is done in small group work which leads to a class discussion.

Instructional Objectives

As a result of working with activities in this lesson, students will be able to:

1. Carry out steps in forecasting alternative futures which include determining how alternative futures can be promoted by determining factors that will effect the direction that a political system takes, determining a sequence of steps or a sequence of activities that an individual might carry out, and determining contingencies important in executing any activities designed to promote alternative futures. Partial mastery of this objective can be determined by student responses to the exercises contained in Activity F-1. Final mastery of this objective will be measured by the student responses to the Mastery Test at the end of this unit.

2. Identify everyday political settings in which alternative futures can be effected and to apply the steps of forecasting to these situations. Partial mastery of this objective can be determined by student responses to class discussion of the alternative futures lesson.

Instructional Procedures

The instructional procedures for this activity are straightforward. Students will meet in small groups and carry out exercises that are contained in the activity. You should monitor the small group activity and when students have completed it, hold a class discussion about the activity. Instructional procedures for the activity can be listed as follows:

1. Ask students to read the material and to respond to exercises on pages 218 through 227 in the student materials. Students should form small groups of three to five students each in order to complete the exercise.

2. Hold a class discussion about students' responses to the forecasting exercise. Use the following questions as guides:

   (1) What are the basic steps in forecasting?

   Students should be able to identify six basic steps in forecasting.

   a. identifying a trend in the political experience of one or more political units

   b. projecting alternative future events in the political experience of one or more political units

   c. determining the likelihood of alternative events

   d. knowing what factors will affect the direction a political system takes

   e. determining the sequence of steps or a sequence of activities that an individual might carry out

   f. identifying the contingencies involved in implementing an alternative future

   (2) What groups did you identify when you might be able to affect the alternative future?

   Students ought to be able to list groups in which they might have an effect on an alternative future and in which it is feasible for them to work with. They will be working with these groups and further activities in this unit.

(3) What is the trend that you identified in the political experience of your group?

Students should be able to identify a trend based on what has been happening in the groups they have identified.

(4) What are possible alternative futures for the groups you have identified?

Students should be able to list alternative futures that resemble the four political systems types which they have learned and to give reasons for their selection of these alternative futures.

(5) What do you think is the likelihood of the alternative futures you have projected?

Students should be able to determine the probabilities and their preferences for an alternative future. By the time they have finished this questions they should be able to have selected a group, to see an alternative future which they think is likely and which they prefer, and have these ideas clearly set in their minds.

(6) What factors do you think will affect the direction that the political system you have decided to work with will take?

Students should be able to list how changes in decision-making, communication and other activities, as well as resources, might effect the alternative future of the group.

(7) What sequence of steps do you think you might carry out in order to effect the alternative future of the group?

Students ought to be able to list a sequence of steps that are logical and sensible for effecting an alternative future. They should list steps which are feasible and which are short termed, that they might undertake or other students might undertake in effecting the alternative future of the group.

(8) What contingencies, timing and resources are necessary in order to carry out these moves?

Students ought to be able to determine how these three things -- contingencies, resources and time -- affected the sequencing moves that they are suggesting.

(9) What moral and ethical questions are raised by the sequence of moves you have suggested?

Students should be able to determine their positions on moral and ethical issues that are raised by the sequence of moves they have made. They also ought to be able to determine how those moves might be changed in order to be more in keeping with the "rightness" of the activities they will undertake. By the time students have finished this question, they should have a clear idea of a group they can work with, how they might promote an alternative future, and the major questions or issues that are raised by the sequence of moves that they have selected.

Students should save their responses to these questions, for they will be working in a group outside of school shortly. At this time you should be sure that their plans are realistic and that they have chosen things that they, or other students, might be able to accomplish within a relatively confined space of time.

Activity F-2: Acting to Promote Alternative Futures

In this activity, students will undertake three different types of lessons. They will first learn about group decision-making and how to act in group decision-making situations. Through the study of a cartoon and a dialogue following the cartoon, they should learn basic strategies and tactics which people use in decision-making in different groups. They will then go on to a role play exercise where they will practice their decision-making skills. You will debrief this exercise and students will see how they meet the criteria for effectively performing decision-making skills. Students will then carry their activities out of class to work in a group in their school or community setting.

Instructional Objectives

As a result of working with this activity, students should be able to:

1. Identify decision-making strategies appropriate in elite, bureaucratic, coalitional and participant political groups. Partial mastery of this objective can be determined by student responses to questions at the end of the cartoon and the dialogue which follows the cartoon. Final mastery of this objective can be measured by student responses to questions on the mastery tests at the end of this unit.

2. Effectively carry out decision-making strategies in class activities. Mastery of this objective can be determined by students' role play in their class exercises. Debriefing of the role play exercise should reveal whether or not students were effective in taking decision-making roles.

3. Carry out decision-making skills in groups outside of class. Students should be able to apply their skills in decision-making in school, community or work settings through the activity at the end of this unit.

Instructional Procedures

The instructional procedures in this activity include the cartoon, the role play exercise and the school activity. They can be listed as follows:

1. Ask students to read the cartoon on Sammy Smaltz and the material which preceeds it. Then ask them to answer the discussion questions which follow the cartoon.

2. Discuss with students the cartoon and use the following questions as guides.

   (1) What groups represent different system types in the cartoon?

   The cheerleaders represent an elite rule group. The Health club represents a consensus rule group. The Agriculture club represents a plurality rule group and the Art club represents a majority rule group. Therefore, the cheerleaders represent an elite system, the Health club represents a participant system, the Agriculture club represents a bureaucratic system and the Art club represents a coalitional system.

   (2) What decision rules are used in each group in the cartoon?

   In the cheerleaders, there is an elite rule, in the Health club there is a consensus rule, in the Agriculture club there is plurality rule and in the Art club there is a majority rule.

   (3) What tactics are used by people in groups in order to get their way in the decisions that are made?

   It is important to have an extensive discussion of this. In the cheerleaders, in the elite group, there were some basic tactics that were used: 1) convince the elite and ignore the rest of the group; 2) convince someone very close to the decision-maker that your position is best; and 3) join the elite that runs the group. Any of these tactics can be effective in elite situations. In the Health club

in a participant system, the following tactics were used: 1) compromise on a position which is agreeable to everyone; 2) be flexible taking other members views into account ; 3) trade something someone else wants for their support of your position. In the Agriculture club, which is bureaucratic, the tactics were: 1) woo people into your camp by giving them something they want which is not related to the issues before the group; 2) actively voice the important gains to be made for your supporters, compared to the supporters of other positions; 3) find out how many positions there are in a group, then count a few key people to influence gaining enough support to carry a plurality. The Art club was a coalitional system with a majority rule. The tactics used were: 1) size up the opposition and try to make your position have broad enough appeal to capture the support of just over half of the group. All of these tactics should be carefully discussed by the students, but you need not specify them completely at this point. They will read the dialogue discussion which follows the cartoon and more firmly realize each of these tactics; 2) ask students to divide into groups of three to five and read the dialogue which is contained on pages through of the student materials. Then have students take parts in the dialogue and have it read aloud in class. Have students think about what decision-making tactics were effective in each group.

4. Discuss the dialogue with students, using the following questions as guides.

(1) <u>Which decision-making activity seemed to be effective in each of the four groups illustrated in the cartoon</u>?

Students should see that different types of activities were effective in different groups. Refer to the above question about tactics for the correct responses to the questions. Students should see two or three tactics in each case which were effective in different groups.

(2) <u>Which activity do you think you might use in the strategy you have set up in the political group which you are familiar with</u>?

Have students think about the plans for effecting alternative futures that they have made and think about what kind of a decision-making strategy might work in the group that they want to influence. Have them talk about both their capability of affecting behavior in the group through decision-making strategies and the moral and ethical issues behind their moves.

5. Introduce students to the role play exercise on decision-making. The background information sheets and role profiles necessary to play the role play are contained in the student materials. There is one round to this game. There will be pros, cons, and don't knows involved in the game. Students should be divided into groups of three to five people. Five is the preferable number for the game. In this way there can be two pros, two cons and a don't know. Otherwise, having two pros, two cons and two don't knows is also good. Have students read the background information on the Tyler Steel Company and choose a role, either pro, con or don't know. Have them try to come to a decision about what to do in this situation using any tactics they think are appropriate in their group.

6. Debrief the role play exercise by asking students what kinds of decision-making tactics they tried and whether they worked or not. Have them discuss the successful tactics in the groups and write them on the board. Then have them review successful decision-making tactics for each type of system and have them think about how this relates to a group they have chosen to work with in their school.

7. Have students act out a decision-making strategy for promoting alternative futures in the groups they have chosen. Ask them to be accompanied by an observer, another member of the class, who will look at their behavior and determine whether or not they have been successful in what decision-making tactics they have used. If there is not time for this, have students write out plans for how others might affect these groups if they chose to in the future.

After you have completed this activity, you have completed the Political Systems course. You will want to use the unit Mastery Test for Unit Three at this point. Please give students the Mastery Test and return the answer sheets to us as soon as possible.

Both the developers and other members of the project wish to express our gratitude to you for helping us to test this course. Your comments will be used for future revisions. We appreciate very much the time, effort and energy it has taken in order to test this material. We know that words that are on paper cannot express our deep feelings of satisfaction in working with you throughout this past year.

Judith A. Gillespie
John Patrick

Participation in Political Activities Part F

Below are some questions that we would like you to answer now that you have completed this part. When you have finished just tear the sheets from your teachers guide, fold them over, staple them closed, and drop them in the mail. We have tried to make this easier for you by using "check-off" type questions where possible. If you feel a need to elaborate on your responses, please do so in the section on the last page labelled comments.

1. How many class days did you spend on this part?
   1 2 3 4 5 6 7 8 9 10 ____ (circle one)

2. Which of the following statements best describes your assessment of the section in the Teachers Guide for this part?
   - ☐ I found the Teacher's Guide for this part easy to read and understand, it helped me a great deal to teach this part.
   - ☐ I found the Teacher's Guide for this part easy to read and understand, but it wasn't very helpful in teaching this part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand, but it still was very helpful to me in teaching the part.
   - ☐ I found the Teacher's Guide for this part difficult to read and understand and not very helpful in teaching this part.
   - ☐ Other (specify) _____

3. Which of the statements below best describes the manner in which you followed the suggested instructional procedures in the Teacher's Guide during this part?
   - ☐ My class(es) completed this part exactly as it was specified in the Teacher's Guide.
   - ☐ My class(es) completed the part as it was specified in the Teacher's Guide with only a few minor changes.
   - ☐ My class(es) completed the part, but with major modifications (specify).

   _____
   _____
   _____
   _____

4. Which of the following statements reflect your feelings about the sequencing of lessons in this part? (select more than one if appropriate)

   I found that the sequencing of lessons in this part...
   - ☐ ...contributed greatly to my students' achieving the learning objectives.
   - ☐ ...detracted from my students' achieving the learning objectives.
   - ☐ ...engaged the interest of my students.
   - ☐ ...allowed my students to get distracted or bored easily.
   - ☐ ...was too repetitive.
   - ☐ ...was appropriate.
   - ☐ ...was inappropriate (specify) _____

   _____

5. Which of the following statements best describes your feelings about the timing of the lessons in this part?
   - ☐ This part just took too long to get through and this inhibited student interest and learning.
   - ☐ This part proceeded at just the right pace to keep the students learning and interested.
   - ☐ More time really needed to be spent on the lessons in this part.
   - ☐ Other (specify) _____

   _____

Participation in Political Activities Part F

6. Which of the following statements best reflect your feelings about the objectives specified for this part? (check more than one if appropriate)

☐ I thought the objectives were worthwhile -- that is they were things my students should know.

The objectives were not worthwhile for my...

☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

☐ I thought the objectives were appropriate -- that is they were suited to the ability of my students.

The objectives were not appropriate for my...

☐ ...high achievement students.
☐ ...average achievement students.
☐ ...low achievement students.

7. Which of the following statements best describes your assessment of the suitability for your students of the reading level of the materials in this part?

☐ The reading level of the materials was suitable for all my students.
☐ The reading level of the materials was suitable for my students except for the very low ability students.
☐ The reading level of the materials was suitable for my students except for the very high ability students.
☐ The reading level of the materials was inappropriate for most of my students.
☐ Other _____

8. Which of the following statements best describe your assessment of the audio-visual components of this part. (If there were none, please skip to the next question.)

☐ The audio-visual exercises were interesting and they were helpful to the students in attaining the objectives of this part.
☐ The audio-visual exercises were interesting but they didn't seem to be particularly helpful to students in attaining the objectives of this part.
☐ The audio-visual exercises were neither interesting or helpful to the students.
☐ Other (specify) _____

_____

9. The way this part was designed provided me with enough feedback to know whether most of my

☐ high ability students
☐ average ability students (check appropriate places)
☐ low ability students

were achieving the objectives.

10. Check the places in the statements below that describe your assessment of the students interest in the lessons used in this part.

Most of my high ability students seemed:

☐ very interested
☐ slightly interested
☐ bored during this part

Most of my average ability students seemed:

☐ very interested
☐ slightly interested
☐ bored during this part

Most of my low ability students seemed:

☐ very interested
☐ slightly interested
☐ bored during this part

11. Which statements below describe your assessment of whether your students did or did not achieve the learning objectives specified for this part.

☐ Most of my high ability students achieved the objectives.
☐ Most of my average ability students achieved the objectives.
☐ Most of my low ability students achieved the objectives.

Participation in Political Activities Part F

What (briefly) would you identify as the strongest aspects of this part?

What (briefly) would you identify as the weakest aspects of this part?

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Appendix A: Role Descriptions For Participants in the Role Play Activity -- Cutting the Pie*

Role Description #1

Judith Riley, Subcommittee Chairperson

Role Behavior Instructions. As committee chairperson, you are expected to be a leader in this group. You are to call the meeting to order, to guide the group's discussion, and to run the group's meeting. You should indicate to the group at the outset that decisions in the group must be made by majority vote (5-4). You have no strong preference among the four alternative recommendations before the group. However, you do lean a bit in favor of alternative #1. However, you are willing to have an open mind and to be persuaded by good arguments.

Role Description #2

Howie Lunsford

Role Behavior Instructions. You have a strong preference for alternative recommendation #2. You want to advocate this position vigorously and will not change your mind easily. You come on very strong presenting your opinions.

Role Description #3

Goerge Blake

Role Behavior Instruction. You have slight preference for alternative #2. However, you are willing to support Judith Riley in helping the subcommittee to decide something as efficiently as possible. You have an open mind and are willing to consider other points of view.

---

*See the case study on pages 60 to 63 of the textbook.

Role Description #4

Susan Carter

Role Behavior Instruction. You have a slight preference for alternative #3. However, you are willing to support the group and to go along with other good ideas. You are willing to keep an open mind and to consider other points of view.

Role Description #5

Ken Kahn

Role Behavior Instruction. You are to play the role of facilitator in this group. Read the description of the facilitator role on page 60 of the text and try to play this role in terms of the ideas about facilitator presented in the text.

Role Description #6

Martina Grant

Role Behavior Instruction. You have a strong preference for alternative #2. You want to argue vigorously for your position. However, you are willing to consider arguments in favor of alternative #3. You are very much opposed to alternative #1.

Role Description #7

Barry Roth

Role Behavior Instruction. You are a very strong advocate of alternative #3. You are closed minded and unwilling to consider other positions. You come on very strong in presenting you ideas.

Role Description #8

Ann Fowler

Role Behavior Instruction. You have a strong preference for alternative #1. You want to advocate this position vigorously and will not change your mind easily. You come on very strong in presenting your opinions.

Role Description #9

Esther Feldman

Role Behavior Instruction. You are to play the role of facilitator in this group. Read the description of the facilitator role on page 60 of the text and try to play this role in terms of the ideas about facilitator presented in the text.

Observation Form To Use With Role Play Activity

1. Name of Observer _____

2. What was the group you observed trying to achieve? _____

_____

3. Which people in the group were playing the role of facilitator?

_____

4. Tell why you believe the persons mentioned in item 3 were performing the facilitator role?_____

_____

_____

5. Evaluate the performances of the facilitator role which you have noted in items 3 and 4. Was this role performed adequately?_____

_____

Explain._____

_____

_____

_____

_____

6. Did the group achieve its objective? _____

Explain._____

_____

_____

_____

_____

Appendix B: Organizing and Interpreting Survey Data About Political Resources in Your School.

Following is a copy of the questionnaire used in Unit Two to collect data about political resources in your school. You should refer to this questionnaire as you attempt to organize and interpret data gathered through the questionnaire.

School Political Resources Questionnaire

This questionnaire is about politics in your school. It will help us to find out what kinds of political influence, information, skills people have in our school. Knowing more about the questions below should help us to have information about our school and to make better use of the resources that are available to us.

The questionnaire will be taken by students, teachers and administrators. It is important to answer all the questions so that we can have complete information. It will not take long to fill out, for it is only ten questions long.

Please respond to the questions as indicated by the directions for each separate item.

1. As you think about politics in your school, does it seem that you have a lot, some or only a few political resources (i.e. high status, information, skills, ideas) which can help you to solve everyday problems?

   _____ a. It seems we have most of the resources we need.

   _____ b. We have some resources, but we have need for other resources which we do not have.

   _____ c. We do not have many resources.

2. Which best describes how influence is used in your school? (Check the one statement that is best.)

   _____a. Students and teachers do what administrators have decided they shall do and there is little opportunity to change the administrators' minds.

   _____b. Students and teachers can talk to administrators and maybe change their minds on some things, but administrators still have control over what gets done.

   _____c. Students and teachers can get the administrators to go along with what they want quite often.

   _____d. On different issues, students, administrators, and teachers have roughly equal opportunity to get their way.

3. Consider how much you now know about what goes on in the school. Do you think you are well-informed? (Circle the number in the scale below which indicates your judgment about how well-informed you are.)

Very Well-Informed 1 2 3 4 5 Not Well-Informed

4. In every school some people have special skills. They know how to organize groups, how to speak persuasively, how to bargain with others, how to make good decisions, etc. Do you think you have these skills? (Circle the number in the scale below which indicates your judgment about the extent to which you have these skills.)

I have most of these skills 1 2 3 4 5 I have few or none of these skills

5. Put an X by the answer that describes how decisions are made in groups in your high school.

_____ a. One person or a small group decides. Everyone else follows along.

_____ b. A few groups or small number of people agree. Everyone else follows along.

_____ c. A majority of the people interested in the decision must agree on the decision before it can be made.

_____ d. Almost everyone interested in the decision must agree on the decision before it can be made.

6. How much say do you feel you have in important school decisions that affect you?

_____ a. very much

_____ b. much

_____ c. a little

_____ d. none

_____ e. uncertain

7. Which of the following are you?

_____ a. Black, Afro-American

_____ b. White, Caucasian

_____ c. American Indian, native American

_____ d. Spanish Surname, Chicano(a), Latino(a)

_____ e. Other than above

8. Are you a female or a male?

_____ a. Female

_____ b. Male

9. What is your grade in school?

_____ a. Student in grade 10

_____ b. Student in grade 11

_____ c. Student in grade 12

_____ d. Teacher

_____ e. Administrator

10. What is your name or identification number? _____

Thank you very much for completing the questionnaire. It will help us in our class work.

Following are examples of the kind of tables you should build in order to organize and interpret your data from items 1-6 of your questionnaire.*

Table 1: Question -- As you think about politics in your school does it seem that you have a lot, some, or only a few political resources which can help you solve everyday problems?

Responses (see item 1 of Questionnaire)	Group: Students	Teachers	Administrators
Have Most Resources	____% (N___)	____% (N ---)	____% (N___)
Have Some Resources	____% (N___)	____% (N___)	____% (N___)
Do Not Have Many Resources	____% (N___)	____% (N___)	____% (N___)
TOTAL	100% (N___)	100% (N___)	100% (N___)

Table 2: Question -- Which best describes how influence is used in your school?

Responses (see item 2 of Questionnaire)	Group: Students	Teachers	Administrators
A	____% (N___)	____% (N___)	____% (N___)
B	____% (N___)	____% (N___)	____% (N___)
C	____% (N___)	____% (N___)	____% (N___)
D	____% (N___)	____% (N___)	____% (N___)
TOTAL	100% (N___)	100% (N___)	100% (N___)

*See pages 60 to 78 of Unit Two for instructions about how to build and read tables.

Table 3: Question -- Consider how much you now know about what goes on in the school. Do you think you are well-informed?

Responses (see item 3 of the Questionnaire)	Group: Students	Teachers	Administrators
1. Very Well-Informed	___% (N___)	___% (N___)	___% (N___)
2.	___% (N___)	___% (N___)	___% (N___)
3.	___% (N___)	___% (N___)	___% (N___)
4.	___% (N___)	___% (N___)	___% (N___)
5. Not Well-Informed	___% (N___)	___% (N___)	___% (N___)
TOTAL	100% (N___)	100% (N___)	100% (N___)

Table 4: Question -- In every school some people have special skills. They know how to organize groups, how to speak persuasively, how to bargain with others, how to make good decisions, etc. Do you think you have these skills?

Responses see item 4 of the Questionnaire)	Group: Students	Teachers	Adminsitrators
1. I have most skills	___% (N___)	___% (N___)	___% (N___)
2.	___% (N___)	___% (N___)	___% (N___)
3.	___% (N___)	___% (N___)	___% (N___)
4.	___% (N___)	___% (N___)	___% (N___)
5. I have few or no skills	___% (N___)	___% (N___)	___% (N___)
TOTAL	100% (N___)	100% (N___)	100% (N___)

Table 5: Question -- How are decisions made in groups in your high school?

Responses (see item 5 of the Questionnaire)	Group: Students	Teachers	Administrators
Elite rule	___% (N___)	___% (N___)	___% (N___)
Plurality rule	___% (N___)	___% (N___)	___% (N___)
Majority rule	___% (N___)	___% (N___)	___% (N___)
Consensus rule	___% (N___)	___% (N___)	___% (N___)
TOTAL	100% (N___)	100% (N___)	100% (N___)

Table 6: Question -- How much say do you feel you have in important school decisions that affect you?

Responses (see item 6 of the Questionnaire)	Group: Students	Teachers	Administrators
Very Much	___% (N___)	___% (N___)	___% (N___)
Much	___% (N___)	___% (N___)	___% (N___)
A Little	___% (N___)	___% (N___)	___% (N___)
None	___% (N___)	___% (N___)	___% (N___)
Uncertain	___% (N___)	___% (N___)	___% (N___)
TOTAL	100% (N___)	100% (N___)	100% (N___)

After completing these tables, you should use evidence in the tables to test the sets of alternative hypotheses on page 98 to 100. of the textbook.

The data in the first columns (students) of Tables 1, 3, and 4 can be used to test the alternative hypotheses 1a, 1b, 1c.

The data in the first columns (students) of Tables 2, 5, and 6 can be used to test the alternative hypotheses 2a, 2b, 2c.

The data in Tables 1, 3, and 4 can be used to test the alternative hypotheses 3a, 3b, and 3c and 4a, 4b, and 4c.

The data in Tables 2, 5, and 6 can be used to test the alternative hypotheses 5a, 5b, and 5c and 6a, 6b, and 6c.